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ABSTRACT

Brief summaries of activities and tentative findings of six projects conducted by the National Center on Effective Secondary Schools are provided in this report. Project titles are as follows: Clearinghouse on Academic Achievement; Noninstructional Influences on Adolescent Engagement and Achievement; The Stratification of Learning Opportunities in Middle and High School; Higher Order Thinking in the High School Curriculum; Research on Programs and Policies Affecting At-Risk Youth; and Alternative Structures and the Quality of Teachers' Worklife. Institutional functions and publications are also listed. (LMI)

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For ERIC Submission

NATIONAL CENTER ON EFFECTIVE SECONDARY SCHOOLS

ED 334 240

Fourth Quarter Performance Report

Year 4

March 20, 1991*

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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*This fourth quarter report of the fifth year is submitted at this time due to an extension of the final grant period from November 30, 1990 to February 28, 1991. The report is brief because the major accomplishments of the Center are described in more detail in the Final Report.



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II. **PUBLICATIONS**

I. Progress Report, September 1, 1990-February 28, 1991



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## PROJECT 1. CLEARINGHOUSE ON ACADEMIC ACHIEVEMENT

Principal Investigator: Fred M. Newmann
Project Staff: Lorene Folgert, Anne Lockwood

### Syntheses

All 12 research syntheses have been completed as described in previous reports. The total number of syntheses distributed has been 5,496.

### Bibliography

The final annotated bibliography has been completed as described in previous reports. The Center has distributed a total of 1,534 bibliographies (includes all updated versions).

## PROJECT 2. NONINSTRUCTIONAL INFLUENCES ON ADOLESCENT ENGAGEMENT AND ACHIEVEMENT

Principal Investigators: B. Bradford Brown and Laurence Steinberg
Project Coordinator: Susie D. Lamborn
Project Staff: Diane Kohrs, Elizabeth Kraemer,
Nina Mounts, Mark Philipp, Joy Wiggert

### Summary of Activities

Data from the final questionnaire survey (Spring 1990) were scanned and placed on a data tape. Once received, the data tape was submitted to analysis for errant codes, which have been located and, where possible, corrected. The next step is to merge questionnaire data from the third year data collection with open-ended data from the third year (regarding crowd affiliation), then merge these data with the tape containing all data from the first two years of the study. Unfortunately, we will not be able to complete these steps before the termination of the grant funds. Attempts will be made to locate other funding sources for these activities so that analyses (especially longitudinal analyses) of the data can continue. Also this quarter, we completed data manipulations of the Social Type Rating data to allow analyses of students' perceptions of the peer group system in five of the nine participating high schools. Analyses of these data will be completed with funds from grants to the PIs from private foundations.

### Deliverables

Here is the status of the three final deliverables.

1. **Practitioner's report.** The first draft of this report, which appears as chapter eight: "Noninstructional influences on academic engagement: Family, peers, extracurricular participation, and parttime work" in the Center's book on student engagement, has been completed and revised. It awaits further editorial review by the National Advisory Panel and book publisher's editorial staff, but it is enclosed here as a DRAFT.

2. **Final report of the project.** A report summarizing key findings and implications of our study appears in the Final Report from the Center. It is enclosed.

3. **Report of longitudinal findings.** A draft of a scholarly paper evaluating lagged effects of three parenting dimensions on various school outcomes is nearing completion. However, feedback from manuscripts we have submitted for publication using one of these parenting dimensions, parenting style, indicates that reviewers are not receptive to our method of determining parenting style (self-report of children). It may be possible to use interview data we collected from parents during the second year of the study to establish the validity of our parenting style ratings. This effort cannot be

completed before the grant ends, thus must be postponed until future funding is secured. We will submit a draft of the longitudinal article, covering data from the 1987-88 and 1988-89 academic years, by August 1991, but a manuscript suitable for publication by ERIC will not be available until at least January 1992.

## PROJECT 3. THE STRATIFICATION OF LEARNING OPPORTUNITIES IN MIDDLE AND HIGH SCHOOL

Principal Investigators: Adam Gamoran and Martin Nystrand
Project Staff: Mark Berends, Dae-dong Hahn

**Summary of Activities**

This quarter we analyzed data from the ninth-grade English classes. These analyses form the basis for the two deliverables we are submitting, which will be published as chapters in the Center book on engagement, edited by Fred M. Newmann, Student engagement and achievement in American high schools (New York: Teachers College Press). These deliverables report our findings from two years of study of ability grouping, classroom instruction, and achievement.

Additional analyses of the ninth-grade data were presented at a meeting of the National Academy of Education, held in Madison in November. The presentation dealt with the interconnections among ability grouping, expectations, and achievement. Our project assistant, Mark Berends, has been using the data to examine links among grouping, achievement, and students' orientation to school.

**Tentative Findings**

The ninth-grade study is consistent with some but not all of our findings from eighth grade. For the most part, we find that higher levels of student participation (e.g., completing homework) and higher-quality discourse (e.g., more discussion, teachers following up on student responses) contribute to literature achievement. An anomalous result, however, is that authenticity did not contribute and in fact was negatively associated with achievement. After close inspection of classes with high authenticity but low achievement, we discovered that authentic questions in such classes tended to concern subjects other than literature, for example, test-taking ("How do most of you feel about tests?", "What would your parents say if you got an A on next week's test?") or even grammar ("Did you wonder why we have helping verbs?"). This finding indicates a need for greater attention to the content of instruction, whereas previously we had focused mainly on the types of questions and activities that occurred.

As in the eighth-grade study, the ninth-grade classes show a clear pattern of differential achievement, with high-ability classes at the top and low-ability classes at the bottom. Also consistent with earlier results, differences in student participation helped account for these results. However, unlike the eighth-grade data, the ninth-grade data do not support the hypothesis that variation in discourse quality accounts for ability-group differences in achievement. This occurred, it appears, because several low-ability classes had high rates of authenticity but little concentration on literature. The achievement gaps thus seem more related to the curricular emphasis on literature than to differences in our measures of the quality of classroom discourse.

**Deliverables**

Four deliverables were due this year: two in May and two in November:

(a) **Analysis of 9th-grade ability group placement**: This paper, titled "Access to excellence," was presented at the 1990 meeting of the American Sociological Association. It was submitted to OERI as a DRAFT DELIVERABLE in May, and a revised DRAFT was sent in August. We are preparing to revise this paper once again, and will send a copy of the final version to OERI next August.

(b) **Analysis of 9th-grade data**: This paper, "When recitation becomes conversation," was sent to OERI as a FINAL DELIVERABLE last May. It is being published in a book sponsored by the National Society for the Study of Education.

(c) **Study of ability grouping's effects on instructional discourse**: This paper was prepared as chapter 4 of the Center book on engagement. The paper is tentatively titled "Engagement, instruction, and ability grouping in ninth-grade English." It is submitted as a DRAFT DELIVERABLE with this progress report. It has been reviewed by the National Advisory Panel and is currently under a peer review being conducted by the publisher. After revision, the paper will be submitted in final form.

(d) **Analysis of two-year data**: This paper, "Classrooms as discourse communities and their effects on academic achievement," has been prepared as chapter 3 of the Center book on engagement. It, too, is being submitted as a DRAFT DELIVERABLE and will be submitted in final form after our revisions, which will respond to outside reviews. Because the book focuses on high schools, we have used our eighth-grade findings in summary form to support our theoretical formulation and have emphasized the ninth-grade findings in the empirical section of the paper.

We are also submitting an additional paper, "Background and instructional effects on achievement in eighth-grade English and social studies." This paper is in press at the Journal of Research on Adolescence.

## PROJECT 4. HIGHER ORDER THINKING IN THE HIGH SCHOOL CURRICULUM

Principal Investigator: Fred M. Newmann
Project Staff: Dae-Dong Hahn, Bruce King, Jim Ladwig,
Don Libby, Fran Schrag

**Summary of Activities**

Most of the quarter was spent preparing the final deliverable products for the project. The first set of papers listed under deliverables has been reviewed by James Shaver, Utah State University, and Jere Brophy, Michigan State University. In addition to completing these papers, we completed a small study to determine the relative degree of difficulty of the pretest and posttest of higher order thinking administered in Fall 1989 and Spring 1990. These essay tests were administered simultaneously to students in grades 9 through 12 (N=106). They were scored according to the scoring system reported previously and we found no difference in the mean performance on each test (censorship mean = 2.44; locker search mean = 2.43). Interrater reliability for this exercise showed exact agreement on 78 percent of the tests, and the overall correlation between raters was .74. We conclude from this, that the lack of student gain over an academic year cannot be explained by the hypothesis that the posttest was more difficult.

**Findings**

The essence of main findings have been previously reported. The work this quarter has substantiated and elaborated on them. They are summarized in the final report.

**Deliverables**

The following four papers will be submitted as a group for publication in Theory and Research in Social Education. These, along with the two book chapters by Newmann, are enclosed as the final deliverables for this project.

**Papers:**

King, M. B. (1990). Leadership efforts which facilitate classroom thoughtfulness in social studies. Madison, WI: National Center on Effective Secondary Schools.

Ladwig, J. G. (1990). Organizational features which promote classroom thoughtfulness in secondary social studies departments. Madison, WI: National Center on Effective Secondary Schools.

Newmann, F. M. (1990). Classroom thoughtfulness and students' higher order thinking: Applying common indicators to diverse social studies courses. Madison, WI: National Center on Effective Secondary Schools.

Onosko, J. J. (1990). Barriers to the promotion of thinking in social studies. Madison, WI: National Center on Effective Secondary Schools.

**Book chapters:**

Newmann, F.M. (in press). The prospects for classroom thoughtfulness in high school social studies. In C. Collins (Ed.), Building the quality of thinking in and out of our schools in the twenty-first century. Hillsdale, NJ: Lawrence Erlbaum Associates. (Not for submission to ERIC.)

Newmann, F.M. (in press). Higher order thinking and prospects for classroom thoughtfulness. In F. M. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. (This item is a draft to be reviewed by the National Advisory Panel and the publisher. Not for submission to ERIC.)

## PROJECT 5. RESEARCH ON PROGRAMS AND POLICIES AFFECTING AT-RISK YOUTH

Principal Investigator: Gary Wehlage
Project Staff: Lorene Folger, Don Libby,
Pauline Lipman, Greg Smith

**Summary of Activities**

During the quarter, an evaluation report was written for each of the four New Futures cities describing the status of educational interventions after two years. These reports contain cohort data from the management information system on student outcomes as well as a variety of observation and interview data. They are now in the process of being integrated with reports on nonschool interventions--i.e., employment, teen pregnancy prevention, social service coordination--by the Center for the Study of Social Policy. After being submitted to the Annie Casey Foundation, they will be available to the public.

The staff also began the third year of data collection in the schools of the four New Futures cities. Two visits were made to each city during the quarter.

**Deliverables**

The final deliverable for this project is "Restructuring Urban Schools: The New Futures Experience," a summary of major findings across the four New Futures sites. A draft will be completed by April 15, 1991 and sent to OERI at that time. It may be revised after reviewers' comments are received.

## PROJECT 6. ALTERNATIVE STRUCTURES AND THE QUALITY OF TEACHERS' WORKLIFE

Principal Investigator: Karen Seashore Louis
Project Staff: Stewart Purkey, Sheila Rosenblum,
Richard Rossmiller, BetsAnn Smith

**Summary of Activities**

Project staff have continued to work individually on data analysis related to chapters for the final report, and in preparation for an AERA symposium from the project. An analysis meeting was held in Minneapolis on September 5 and 6 to complete plans for the papers.

**Deliverables**

Drafts of the final two case studies were delivered in September. They have been reviewed by Ann Lieberman at Teachers College and Bill Firestone at Rutgers University. Revisions have been made and they are enclosed as final deliverables in the document "A tale of two schools and teachers' work: Reforming a traditional school--designing a new school."

The "article on practitioner implications" has been completed as Chapter 7: Breaking the iron law of social class: The renewal of teachers' professional status and engagement to appear in F. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. This is enclosed as a draft and will be revised following review by the National Advisory Panel and by the publisher.

The "scholarly journal article" titled "Restructuring, teacher engagement and school culture: Perspectives on school reform and the improvement of teacher's work" has been accepted for publication in School Effectiveness and School Improvement: An international Journal of Research, Policy and Practice and is enclosed as a final deliverable.

The "monograph on effects of alternative models" is a compilation of papers to be presented at AERA, April 1991. These will be delivered to OERI by June 31.

## INSTITUTIONAL FUNCTIONS

Fred M. Newmann, Gary G. Wehlage,
Anne Turnbaugh Lockwood, Deborah M. Stewart
Don Libby

**Governance-Administration**

A no-cost extension to February 28, 1991 for the Center's work was approved by OERI.

The major work concentrated on preparing the final book-length monograph and completing analyses to form the basis of the final report to OERI. All book chapters have been prepared in draft form, reviewed internally, and revised. They are being prepared for submission to the National Advisory Panel who will critique this work in a meeting on January 18th, 1991. The publisher (Teachers College Press) will also be reviewing the monograph during this time period.

**Collaboration**

Summaries of three of the Center's research syntheses, "The Educational Effects of Magnet Schools," High School Community Service: A Review of Research and Programs," and "Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use" were published in the NCREL Clipboard.

**Dissemination**

A summary of the Curry research synthesis appeared in the September 1990 issue of NASSP NewsLeader.

The fall newsletter was completed and mailed in October. Its topic: Restructuring and Quality of Teachers' Worklife. The last newsletter "Authentic Work: Implications for Curriculum Knowledge and Student Participation" was completed and mailed in mid-January (copies enclosed).

Fred Newmann was interviewed on October 5 by the Washington Post on the effects of homework on high school achievement, on October 10 by Gannett Newspapers on alternative assessment, and on January 8, 1991, by the Executive Educator on alternative assessment.

Newmann, Onosko, Stevenson, Ladwig, and King will present a symposium of papers from the Higher Order Thinking Project at the 1991 Annual Meeting of the American Educational Research Association, in Chicago.

Gamoran presented a lecture and workshop to the Greenwich (CT) public schools entitled, respectively, "How tracking affects achievement: Research and recommendations" and "A further look at tracking and ability grouping."

Gamoran gave an address to the National Academy of Education Spencer Fellows Forum entitled "Institutional effects of ability grouping, revisited."

Gamoran gave a seminar, "The variable effects of tracking: Inequality and productivity in American high schools," to the Ogburn-Stouffer Center for Social Research at the University of Chicago.

Nystrand led a research roundtable on classroom discourse and literature achievement at the annual convention of the National Council of Teachers of English in Atlanta.

Nystrand's article, "High school English students in low-achieving classes: What helps?" (National Center on Effective Secondary Schools Newsletter, 1990, 5(1), pp.7-8) is being reprinted in Rethinking Schools.

Gamoran, Nystrand, and Berends will all present papers from the Stratification Project at the 1991 Annual Meeting of the American Educational Research Association, in Chicago.

The following articles by Nystrand and Gamoran have been accepted for publication:

> Nystrand, M. (In press). English language education. In M. Alkin (Ed.), Encyclopedia of educational research. New York: Macmillan.
>
> Gamoran, A. (In press). Social factors in education. In M. Alkin (Ed.), Encyclopedia of educational research. New York: Macmillan.

John Knapp's article "Classy questions: Raising student achievement through authentic discourse" was published in the Illinois English Bulletin, 78, pp. 43-55.

Gary Wehlage continues to serve on a board advising the Lilly Foundation on its educational research priorities. In October, a meeting was held in Indianapolis at which grant recipients reported on their findings. In November, Wehlage met with the American Institute for Research in Washington to review progress on their evaluation of Department of Education funded dropout prevention programs. In Wisconsin, he also has been serving on the governor's Commission on Schools for the 21st Century which will make a number of recommendations on educational reform and restructuring.

A summary of findings from the project on Quality of Teachers' Worklife appeared in the Minnesota College of Education Newsletter. A symposium and two individual papers will be presented at the 1991 AERA annual meeting. All TQWL project staff will participate.

Karen Seashore Louis presented a session on managing the restructuring process using case materials from the project at the California School Leadership Academy, Sacramento, October 5. She will also present a lecture on the TQWL project at the University of Wisconsin-Milwaukee on March 11 (rescheduled from December 3 due to bad weather).

Louis has been invited to give a keynote speech focusing on strategies for changing schools at an international conference on school change in Utrecht, The Netherlands, in June 1991.

## II. Publications



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## II. Publications

### A. Deliverable Products:

**Project 2: Noninstructional Influences on Adolescent Engagement and Achievement**

Lamborn, S. D., Mounts, N. S., Brown, B. B., & Steinberg, L. (in press). Noninstructional influences on academic engagement: Family, peers, extracurricular participation, and parttime work. In F. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. DRAFT. Not for submission to ERIC.

Brown, B. B., & Steinberg, L. (1991). Final report: Project 2. Noninstructional influences on adolescent engagement and achievement. Madison, WI: National Center on Effective Secondary Schools.

**Project 3: The Stratification of Learning Opportunities in Middle and High School**

Nystrand, M., & Gamoran, A. (in press). Classrooms as discourse communities and their effects on academic achievement: A study of ninth-grade literature instruction. In F. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. DRAFT. Not for submission to ERIC.

Gamoran, A., & Nystrand, M. (in press). Engagement, instruction and ability grouping in ninth-grade english. In F. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. DRAFT. Not for submission to ERIC.

**Project 4: Higher Order Thinking in the High School Curriculum**

King, M. B. (1990). Leadership efforts which facilitate classroom thoughtfulness in social studies. Madison, WI: National Center on Effective Secondary Schools. (FINAL DELIVERABLE)

Ladwig, J. G. (1990). Organizational features which promote classroom thoughtfulness in secondary social studies departments. Madison, WI: National Center on Effective Secondary Schools. (FINAL DELIVERABLE)

Newmann, F. M. (1990). Classroom thoughtfulness and students' higher order thinking: Applying common indicators to diverse social studies courses. Madison, WI: National Center on Effective Secondary Schools. (FINAL DELIVERABLE)

Onosko, J. J. (1990). Barriers to the promotion of thinking in social studies. Madison, WI: National Center on Effective Secondary Schools. (FINAL DELIVERABLE)

**Book chapters:**

Newmann, F.M. (in press). The prospects for classroom thoughtfulness in high school social studies. In C. Collins (Ed.), Building the quality of thinking in and out of our schools in the twenty-first century. Hillsdale, NJ: Lawrence Erlbaum Associates. (Not for submission to ERIC.)

Newmann, F.M. (in press). Higher order thinking and prospects for classroom thoughtfulness. In F. M. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. DRAFT. Not for submission to ERIC.

**Project 6: Alternative Structures and the Quality of Teachers' Worklife**

Louis, K. S., & Smith, B. A. (1991). (in press). Restructuring, teacher engagement and school culture: Perspectives on school reform and the improvement of teacher's work. School Effectiveness and School Improvement: An International Journal of Research, Policy and Practice. (FINAL DELIVERABLE)

Rosenblum, S., Rossmiller, R., Louis, K. S., & Smith, B. A. (1991). A tale of two schools and teachers' work: Reforming a traditional school--designing a new school. Madison, WI: National Center on Effective Secondary Schools. (FINAL DELIVERABLE)

Louis, K. S., & Smith, B. A. (in press). Breaking the iron law of social class: the renewal of teachers' professional status and engagement. In F. Newmann (Ed.), Student engagement and achievement in American high schools. New York: Teachers College Press. DRAFT. Not for submission to ERIC.

**Institutional Functions:**

Lockwood, A. T. (Ed.). (1991). Authentic work: Implications for curriculum knowledge and student participation. Newsletter, 5(3). Madison, WI: National Center on Effective Secondary Schools.

National Center on Effective Secondary Schools. (1991). Final Report. Madison, WI: Author.

**B. Other Publications:**

**Project 3: The Stratification of Learning Opportunities in Middle and High School**

Gamoran, A., & Nystrand, M. (in press). Background and instructional effects on achievement in eight-grade English and social studies. Journal of Research on Adolescence.